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ABSTRACT

Super's Career Development Inventory (CDI) was adapted to Brazilian culture and applies in a sample of 1048 students of Guanabara State's high schools. Since its purpose is to observe a maturation process, the CDI was administered to the two last grades of grade school and the first two grades of high school, where the students have from seven to ten years of schooling. A test of difference of means was carried out. The differences were statistically significant between the last grade of grade school and the first grade of high school in all scales of CDI. In a breakdown by sex, the results were not very different from the total grade results. These differences must be interpreted with caution because the scores were obtained not only from different grades but also across different school systems. Only the grade school is compulsory in Brazil, so a natural selection can happen. These results did not allow the author to reach a firm conclusion about the use of CDI for Brazilian students. Some suggestions on the format of CDI's scale and on the experience provided by the schools was made. Norms provisionally established are included in the appendix. (Author)

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ED118655

SUPER CAREER DEVELOPMENT INVENTORY

Form I

PRELIMINARY RESEARCH AND FIELD TRIAL IN BRAZIL

by

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with the collaboration of

RUTH NOBRE SCHEEFFER

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Super's Career Development Inventory (CDI) was adapted to Brazilian culture and applies in a sample of 1048 students of Guanabara State's high schools. Since its purpose is to observe a maturation process, the CDI was administered to the two last grades of grade school and the first two grades of high school, where the students have from seven to ten years of schooling. A test of difference of means was carried out. The differences were statistically significant between the last grade of grade school and the first grade of high school in all scales of CDI. In a breakdown by sex, the results were not very different from the total grade results. These differences must be interpreted with caution because the scores were obtained not only from different grades but also across different school systems. Only the grade school is compulsory in Brazil, so a natural selection can happen.

These results did not allow the author to reach a firm conclusion about the use of CDI for Brazilian students. Some suggestions on the format of CDI's scale and on the experience provided by the schools was made.

Norms provisionally established are included in the appendix.

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Introduction

The problem of construction of an instrument to measure vocational maturity is very precarious in Brazil. This is primarily due to the fact that vocational counseling is practically non-existent in our school system.

Some years ago counseling was practiced only in specialized institutions and only students in the higher socio-economic brackets could attend these institutions.

Although, in the last two decades, many teachers have been interested in this topic, only a few efforts at studying it have been carried out. Many teachers have been anxious to develop in their students some sources of information on the choice of a career, but have had no instruments to work with.

These factors, primarily lack of counseling experience in the school, made the translation and adaptation of the Career Development Inventory (CDI) very difficult and probably these factors will affect the results of the study.

Purpose and Procedure of the Study

Purpose

In August, 1971, Brazil passed a new law that changed the orientation of the Brazilian education system from a purely academic system for the elite to a more popular system designed to educate all social levels in more practical

vocations; that is, Brazilian educational system is now more job oriented at the secondary school level. Because of this change in orientation the problem of vocational choice is now a subject that is of interest to many counselors and psychologists. That is, we now have to study the possibility of having the types of training in high schools that give, as soon as possible, the kinds of experiences necessary to develop vocational maturity in the students.

The invitation of Dr. Super to work on a cross-cultural study on this very topic came at a very opportune moment. Although we know that our initial results will be tentative because we are adapting an instrument made for the U.S.A., where experience in this field is much richer, we hope to compare our results with those of other countries similar to us in level of development, and through this initial experience plan further work here in Brazil.

Procedure of the Study

The study was carried out in five phases:

a) Translation and adaptation.

b) Administration of the first version in a pilot study to test student comprehension of the text.

c) Rewriting some items.

d) Experimental administration.

e) Analysis of results.

Translation and Adaptation

Besides the problems that we have already considered, we also have the problem of Brazilian students being unfamiliar with standardized tests. Because of this problem we changed the format of scales A and B to repeat in all questions the five options. We thought that this procedure would more readily assure comprehension of the text. Unfortunately, this repetition increased the reading time. Although we have no direct evidence that increased reading time could have led to fatigue in responding to the inventory, this may in fact have occurred and in turn could have affected our results.

Questions 38 and 58 of the B scale were translated as "teacher of physical education" instead of "coach" because we do not have coaches in our schools, and given the same weight as for "teachers."

The weights of questions 47 and 61 were also changed to 2 because we have some newspapers and TV programs made especially for the students giving specific information in areas of vocational choice, and which also employ technical consultants as sources of information for writing and programming.

With the C scale we had more trouble. In questions 62 and 63, where the sources of professional information are presented, some distractors had to be changed because they did not work. Group VII of questions that try to identify the

level of instruction of each profession had to be eliminated in the pilot study because they were cast in the terminology of the old law and this caused some confusion with the new terminology. In the experimental study we used the new terminology and the students understood it better.

In Group VIII we changed the profession and its correlated answer in item 78 because all students gave the correct answer to this item, i.e., the distractors did not work. Further the correct answer to this item did not work as a distractor for other questions of this group, i.e., no one gave it as an answer.

The other modification were semantic in nature and they were caused by differences between the two languages.

The instructions were rewritten so that students could respond on separate answer-sheets, thus enabling re-use of the booklets.

Administering and Scoring

The administration of the CDI in the pilot-study took place in October, 1973, and the experimental study in May, 1974. The great difference between these two dates was due to the work of rewriting many items of the C scale, the time spent in making arrangements with the school authorities, and the period of vacation that here in Brazil occurs during the months of January and February.

In the pilot study, the examiners were the school counselors. They received a briefing and were informed of the purpose of the study.

During the pilot application, it was found that the students took from 21 to 75 minutes to complete the inventory.

The data were hand scored and the item analysis was made only by checking the choice of each student to test if all distractors were working. This analysis allowed us to rewrite the items mentioned above.

In the experimental study the examiners were specially trained teachers and psychology students. These teachers were not teachers in any of the schools tested, but they were selected because they had a long experience in test administration. Since the CDI is self explanatory the administrators had only to read aloud with the students the directions presented in the booklets. All the questions asked by the students during the application were recorded on a special report sheet provided by the examiner. A review of these reports revealed that most students had no reading difficulties in responding to the inventory.

In this study the students took about two hours to complete the CDI. This means they worked for two school periods without a break, and may have experienced some fatigue by the end of the session.

These data were machine-scored by the IBM 1230 optional

scanner.

With the exception of the two items mentioned above, the weights of the B scale, judged by a group of Brazilian school counselors, coincided with that of the American group of judges.

Statistical Data

Pilot Study

This study was carried out on a sample of 82 eighth grade students from four public schools in different geographic areas of the state of Guanabara. Since we wanted to test student reading comprehension, we selected students enrolled in the lower achievement classes, and from each class tested only 50% of the students.

An analysis of test reports showed that many pupils did not have information about professions nor preparatory courses. Neither did they know the terminology of the devices used by some professions. The most difficult task for the students in answering the CDI was in the questions of Group II where they had to compare themselves with each other. We felt that they did not possess a common or internalized standard by which they could compare themselves to one another.

The table below shows the means and SD for each school separately.

TABLE I

Means and Standard Deviation for Each School and for All Schools Combined

SCALES	SCHOOLS									
	1		2		3		4		TOTAL	
	M	D	M	D	M	D	M	D	M	D
A	113.58	23.03	108.42	23.42	103.50	26.60	109.74	18.05	108.90	23.20
B	286.42	42.16	245.50	45.00	261.50	68.08	278.13	56.62	271.82	52.72
C	12.02	2.67	12.14	2.26	10.90	3.18	11.97	2.81	11.74	2.73
TOTAL	408.79	55.10	385.41	62.92	372.00	71.565	397.13	71.60	390.84	65.50

We can see that the CDI is adequate for this group. When we compared these results (i.e. mean scores) with those of Super, we found that the Brazilian students performed more similarly to 10th grade American students.

Experimental Study

Sampling

We drew our sample from the group of public schools that maintain guidance services. Since we wanted to observe the maturational process, the CDI was administered to the last two grades of grade school and to the first two grades of high

school where the students have from seven to ten years of schooling.

The grade schools were clustered into five groups according to geographical area and within these geographic clusters we drew a random stratified sample. The sample for the high schools was a random one. The unit of sampling was the school. Schools were chosen randomly until we had about 250 students in each grade. The next table shows the sample obtained.

TABLE II

Number of Schools and Number of Students in the Experimental Sample

GRADE SCHOOL				HIGH SCHOOL				TOTAL
7th Grade		8th Grade		9th Grade		10th Grade		
SCHOOLS	STUDENTS	SCHOOLS	STUDENTS	SCHOOLS	STUDENTS	SCHOOLS	STUDENTS	
9	133	7	234	8	253	8	248	1048

Although this sample cannot be considered as truly representative of the population of students Grades 7 through 10 of the State of Guanabara, considering our objective and that this is an experimental study, we feel that the results obtained are quite workable.

Grade Differences

The following table shows the means and standard deviations obtained in the four grades.

TABLE III

Means, Standard Deviations, and Number of Students by School Grade for Each Sub-Scale, and Total Scale

	Grades	Scales	N	N	SD
GRADE SCHOOL	7	A	313	103.35	19.78
		B	313	270.78	52.46
		C	313	12.25	3.67
		TOTAL	313	386.38	63.48
	8	A	235	102.24	22.96
		B	232	272.97	47.99
		C	232	14.00	3.89
		TOTAL	232	390.53	58.54
HIGH SCHOOL	9	A	253	111.29	17.10
		B	253	286.41	51.25
		C	253	15.55	3.85
		TOTAL	253	413.25	59.26
	10	A	248	113.80	18.86
		B	248	280.93	53.99
		C	248	17.42	3.96
		TOTAL	248	412.15	63.84

Comparing these means we obtained the following results:-

TABLE IV

Differences Between Grades

Grades	Scales	z	p
7/8	A	-0.94	
	B	1.14	
	C	5.51	**
	TOTAL	0.79	
8/9	A	4.90	**
	B	6.91	**
	C	3.85	**
	TOTAL	11.55	**
9/10	A	1.56	
	B	-2.21	*
	C	5.37	**
	TOTAL	-0.20	

* p .05
** p .01

We can see by these results that the only differences that were statistically significative were the ones between the last grade of grade school and the first grade of high school, i.e. between the 8th and 9th grades. These differences must be interpreted with caution because the scores were obtained not only from different grades but also across different school systems.

Sex Differences

Tests for the significance of differences between means of boys and the girls revealed in general no significant sex differences. We have significant differences for the B scale and the total score in the 7th grade and for the A and B scales in the 8th grade. It may be noted that these sex differences are not in any way systematic. We decided however to construct separate norms for the sexes and for the total group for each grade.

TABLE V

Sex Difference by Grade

Grade	Scale	Masculine		Feminine		z	p
		N	X	N	X		
7	A	134	101.35	179	104.85	1.57	
	B	134	260.50	179	278.47	3.00	**
	C	134	11.94	179	12.49	1.31	
	TOTAL	134	373.79	179	395.80	3.05	
8	A	91	106.66	144	99.45	2.55	*
	B	91	270.38	141	274.64	0.66	
	C	91	13.21	141	14.50	2.47	*
	TOTAL	91	390.25	141	390.71	0.06	
9	A	39	111.18	214	111.31	0.04	
	B	39	288.13	214	286.10	0.19	
	C	39	15.85	214	15.50	0.46	
	TOTAL	39	415.15	214	412.91	0.18	
10	A	35	118.11	213	113.09	1.80	
	B	35	281.17	213	280.89	0.10	
	C	35	18.29	213	17.28	1.70	
	TOTAL	35	417.57	213	411.26	0.57	

* .05
** .01

Sex and Grade Differences

Within groups of similar sex across the grades the means differ and it seemed to us that the differences between grades could have been masked by sex differences across the grades canceling each other out. Thus we computed the differences between sex and grades and the next table shows these results.

TABLE VI

Differences by Grade and by Sex

MASCULINE			
Grade	Scale	z	p
7/8	A	2.13	*
	B	1.42	
	C	2.41	*
	TOTAL	2.03	*
8/9	A	1.36	
	B	1.56	
	C	3.15	**
	TOTAL	1.87	
9/10	A	1.88	*
	B	0.52	
	C	2.73	**
	TOTAL	0.15	

FEMININE			
Grade	Scale	z	p
7/8	A	-2.08	*
	B	0.70	
	C	4.83	**
	TOTAL	0.74	
8/9	A	4.92	**
	B	2.20	*
	C	2.46	**
	TOTAL	3.48	**
9/10	A	1.00	
	B	1.04	
	C	4.72	**
	TOTAL	0.37	

* .05
** .01

These results are not very different from the total grade results. They showed, however, that the difference between 8th and 9th grades were due mostly to the girls. We might interpret this as a selective process in that in our country, the number of girls who attain the higher grades of instruction is lower than the number of boys. It is probable that the girls who continue are more mature.

Intercorrelations

The intercorrelations between the scales ranged from .65 to .99. The lower coefficients were found between C scale and the others. These findings indicate that the three scales are measuring the same construct, justifying the use of total score as well as overall measure of vocational maturity.

Norms

Norms were provisionally established from the data of the experimental study. These norms can be used for experimental purposes in public schools that offer counseling assistance to the students.

Item Analysis

The item analysis on the C scale was made by a computer program that calculates the coefficient of difficulty through the percentage of right answers and the limits used were .20

and .80. The coefficient of discrimination was calculated by the point-bisserial correlation coefficient and the lower limit considered was .20. In Appendix B there is a resume of the results of the item analysis and we can observe that the C scale was reasonably well adapted to the group. With the exception of questions 62 and 63, all the items need only small changes. Generally, the items that presented distractors with a negative coefficient of discrimination show a lack of knowledge of the students on the subject involved in the item.

The difficulty of the items ranged from .30 to .60 and these limits can be considered good. The coefficients of discrimination, however, are low, ranging from .20 to .40. These results would indicate the necessity for more detailed study of this scale.

Reliability and Validity

Reliability

The reliability of the CDI was measured by the split-half method. The coefficients obtained in the pilot study were very low for some scales. The next table shows these results.

TABLE VII

Reliability Coefficients Obtained in the Pilot Study

Scale	N	r_{xx}
A	82	0.54
B	82	0.86
C	82	0.37
Total	82	0.89

Our results agree with those of Super in that the reliabilities for scales A and B are higher than for scale C.

Scale C, which had many items rewritten, was the least reliable. In the experimental study, the reliability coefficient for this scale increased to .58. However, it is still very low indicating that many of the items need further revision.

The reliability for the A scale was also very low in the pilot study. However, we do not yet have results on the experimental study. We think that the low coefficient was due to the items of Group II where the students had difficulty in comparing themselves to others.

Validity

We could test only the content validity of the CDI scales.

The experts who judged the content of the three scales agreed that they assess the behaviors which represent important aspects of the construct of vocational maturity, but they are not sure if these behaviors can be observed in our students. We are also not sure if the results of this study will support these conclusions because the format of the scales allows the students to guess in answering the item.

Conclusions

The results of the study developed in Brazil suggest that we cannot reach any firm conclusions about the use of the CDI for our students. We believe that if the format of the A and B scales were changed to the Thurstone type, it would be more suitable for the Brazilian students. In the C scale it is too early to include items about the success of information about various professions, levels of schooling necessary, and other characteristics of professions, because the experience the students have had in this area is very recent and unreliable. Efforts should be made to develop this kind of information for use in the counseling programs to be developed in our schools.

The conclusion that we have reached is that the present form of the CDI is not adequate for Brazilian use and that we need further studies to reformulate the instrument so that it can achieve its aims here in Brazil.

APENDIX A

NORMS

PERCENTILE NORMS (7th GRADE)

Percentile Rank	A	B	C	Total	Percentile Rank
99	158	408	21	551	99
95	138	371	18	500	95
90	128	343	17	469	90
85	123	326	16	453	85
80	119	313	-	436	80
75	116	302	15	426	75
70	112	298	14	415	70
65	109	290	-	409	65
60	108	283	13	401	60
55	106	275	-	391	55
50	103	267	12	384	50
45	100	261	-	376	45
40	98	258	11	369	40
35	96	249	-	363	35
30	94	242	10	352	30
25	91	234	-	344	25
20	87	228	9	337	20
15	83	218	8	326	15
10	78	206	7	307	10
5	70	190	6	289	5
1	61	163	4	252	1

PERCENTILE NORMS (8th GRADE)

Percentile Rank	A	B	C	Total	Percentile Rank
99	146	392	23	511	99
95	135	361	20	488	95
90	129	340	-	472	90
85	124	324	18	451	85
80	121	316	17	444	80
75	118	307	-	437	75
70	115	299	16	426	70
65	111	290	-	419	65
60	108	284	15	413	60
55	107	277	-	401	55
50	104	266	14	386	50
45	100	260	-	373	45
40	98	256	13	364	40
35	95	252	-	360	35
30	93	246	12	355	30
25	90	238	11	346	25
20	87	232	-	338	20
15	81	226	10	329	15
10	75	215	9	319	10
5	67	197	7	302	5
1	51	177	4	276	1

PERCENTILE NORMS (9th GRADE)

Percentile Rank	A	B	C	Total	Percentile Rank
99	148	428	24	581	99
95	138	374	22	521	95
90	134	352	20	494	90
85	131	334	19	473	85
80	125	324	-	459	80
75	122	317	18	454	75
70	120	310	-	439	70
65	117	305	17	434	65
60	115	300	16	426	60
55	113	295	-	417	55
50	111	285	-	409	50
45	110	275	15	399	45
40	108	266	-	392	40
35	105	261	14	387	35
30	103	256	-	380	30
25	100	252	13	371	25
20	97	244	12	364	20
15	92	233	11	358	15
10	89	229	10	340	10
5	82	216	8	329	5
1	73	170	7	273	1

PERCENTILE NORMS (10th GRADE)

Percentile Rank	A	B	C	Total	Percentile Rank
99	158	405	25	562	99
95	146	372	23	531	95
90	137	353	22	494	90
85	133	339	-	478	85
80	130	329	21	470	80
75	126	317	20	452	75
70	124	311	-	444	70
65	122	301	19	435	65
60	120	292	-	426	60
55	117	286	18	420	55
50	113	278	-	412	50
45	110	272	17	404	45
40	109	266	-	396	40
35	106	259	16	385	35
30	104	252	15	379	30
25	102	246	-	368	25
20	97	241	14	362	20
15	94	231	13	347	15
10	88	212	12	339	10
5	80	195	10	309	5
1	75	158	8	267	1

PERCENTILE NORMS (7^{th} GRADE)

BOYS

Percentile Rank	A	B	C	Total	Percentile Rank
99	158	407	22	542	99
95	131	352	17	491	95
90	123	327	-	463	90
85	119	315	16	436	85
80	115	304	15	422	80
75	111	298	14	410	75
70	109	286	-	404	70
65	107	280	13	394	65
60	106	275	-	392	60
55	104	266	12	383	55
50	102	261	-	378	50
45	99	257	-	370	45
40	98	249	11	360	40
35	96	239	-	352	35
30	93	230	10	343	30
25	91	223	9	337	25
20	87	211	-	323	20
15	83	204	8	307	15
10	78	193	7	292	10
5	67	176	6	270	5
1	60	150	3	246	1

PERCENTILE NORMS (7th GRADE)

GIRLS

Percentile Rank	A	B	C	Total	Percentile Rank
99	163	431	21	590	99
95	141	372	18	506	95
90	129	348	17	476	90
85	125	332	-	460	85
80	122	321	16	449	80
75	119	311	15	434	75
70	115	300	-	426	70
65	112	296	14	417	65
60	109	290	-	410	60
55	107	282	13	403	55
50	104	273	12	389	50
45	101	267	-	381	45
40	98	262	11	373	40
35	97	256	-	368	35
30	95	249	10	360	30
25	92	241	-	350	25
20	87	234	9	342	20
15	84	231	8	334	15
10	79	218	7	324	10
5	72	206	6	301	5
1	62	186	5	288	1

PERCENTILE NORMS (8th GRADE)

BOYS

Percentile Rank	A	B	C	Total	Percentile Rank
99	155	399	22	525	99
95	133	345	19	483	95
90	127	336	18	460	90
85	125	320	17	445	85
80	123	310	-	441	80
75	121	307	16	432	75
70	117	298	15	424	70
65	114	290	-	418	65
60	112	283	14	415	60
55	108	273	-	401	55
50	107	263	13	391	50
45	106	259	-	373	45
40	100	255	-	366	40
35	99	252	12	363	35
30	97	247	11	356	30
25	93	239	-	350	25
20	91	232	10	342	20
15	88	226	9	334	15
10	83	212	7	320	10
5	78	191	6	309	5
1	69	161	4	278	1

PERCENTILE NORMS (8th GRADE)

GIRLS

Percentile Rank	A	B	C	Total	Percentile Rank
99	144	389	23	508	99
95	136	361	20	489	95
90	130	345	19	477	90
85	123	332	18	467	85
80	119	320	-	451	80
75	117	307	17	438	75
70	114	299	16	430	70
65	109	290	-	421	65
60	107	285	-	412	60
55	104	279	15	401	55
50	101	269	-	382	50
45	98	260	14	373	45
40	95	257	-	364	40
35	93	252	13	358	35
30	90	245	-	354	30
25	87	237	12	342	25
20	83	232	11	333	20
15	76	227	10	328	15
10	72	217	9	319	10
5	61	210	8	300	5
1	1	181	6	276	1

PERCENTILE NORMS (9th GRADE)

BOYS

Percentile Rank	A	B	C	Total	Percentile Rank
99	145	434	26	579	99
95	144	427	23	575	95
90	130	389	22	531	90
85	129	354	21	490	85
80	122	333	19	469	80
75	120	328	-	460	75
70	119	311	18	445	70
65	116	307	17	437	65
60	-	299	16	429	60
55	115	293	-	421	55
50	112	284	-	413	50
45	111	272	15	405	45
40	110	268	-	394	40
35	109	260	14	386	35
30	108	259	13	370	30
25	107	244	-	366	25
20	96	232	12	363	20
15	91	229	-	343	15
10	86	209	11	329	10
5	79	207	7	310	5
1	70	169	6	259	1

PERCENTILE NORMS (9th GRADE)

GIRLS

Percentile Rank	A	B	C	Total	Percentile Rank
99	161	418	23	581	99
95	138	373	21	513	95
90	135	349	20	490	90
85	130	333	19	465	85
80	125	322	-	457	80
75	123	317	18	447	75
70	120	309	17	438	70
65	117	305	-	433	65
60	114	300	16	426	60
55	112	295	-	417	55
50	111	285	-	409	50
45	109	276	15	398	45
40	106	267	-	392	40
35	104	260	14	387	35
30	102	256	-	380	30
25	100	252	13	374	25
20	97	245	12	364	20
15	93	236	11	358	15
10	89	229	10	351	10
5	83	223	8	337	5
1	76	190	7	302	1

PERCENTILE NORMS (10th GRADE)

BOYS

Percentile Rank	A	B	C	Total	Percentile Rank
99	149	388	24	554	99
95	148	383	23	540	95
90	136	348	22	496	90
85	133	338	-	478	85
80	131	335	21	476	80
75	125	322	20	458	75
70	124	304	-	446	70
65	123	294	-	424	65
60	122	278	19	419	60
55	120	277	-	415	55
50	118	276	18	408	50
45	115	269	-	403	45
40	111	267	-	402	40
35	-	260	17	397	35
30	110	257	-	386	30
25	108	252	-	383	25
20	106	241	16	376	20
15	105	234	-	365	15
10	102	212	15	340	10
5	96	188	13	318	5
1	86	174	9	307	1

PERCENTILE NORMS (10th GRADE)

GIRLS

Percentile Rank	A	B	C	Total	Percentile Rank
99	158	437	26	597	99
95	145	372	23	531	95
90	138	353	22	494	90
85	133	339	21	477	85
80	130	327	-	469	80
75	126	316	20	452	75
70	124	311	-	444	70
65	122	301	19	435	65
60	120	293	-	427	60
55	116	288	18	422	55
50	113	282	-	412	50
45	110	272	17	405	45
40	108	266	-	394	40
35	106	259	16	383	35
30	103	251	15	377	30
25	100	246	14	365	25
20	96	240	13	360	20
15	92	231	12	347	15
10	86	212	11	332	10
5	78	195	10	307	5
1	75	157	8	266	1

APENDIX P

SUMMARY OF ITEM ANALYSES

		7th	8th	9th	10th
VI	62	ID/WAPV(1)	ID/WAPV(4)	ID/VD	ID/WAPV(3)
	63	ID/WAPV(4-5)	ID/WAPV(2)	WAPV (1)	AI
	64	AI	AI	WAPV (4)	AI
	65	ID/WAPV(4)	WAPV(4)	ID/VD	AI
	66	AI	ID	AI	AI
VII	67	AI	AI	AI	AI
	68	AI	AI	WAPV(1)	AI
	69	OD	AI	AI	ANF(2)
	70	AI	VE	ID	ANF/VE(3-5)
	71	AI	ID/WAPV(1)	AI	AI
	72	WAPV (3)	AI	AI	AI
	73	WAPV (5)	AI	AI	AI
	74	AI	AI	VE	VE
VIII	75	ID/WAPV (C)	AI	AI	AI
	76	AI	AI	AI	VE
	77	AI	AI	AI	VE
	78	AI	AI	AI	AI
	79	WAPV (B-D)	AI	WAPV (2)	OD
IX	80	ID/WAPV (B)	ID/WAPV (4)	ID/WAPV (2)	ID/WAPV (2)
	81	AI	WAPV (2)	ID/WAPV(2,3,4)	ID/WAPV(2-4)
	82	AI	AI	AI	AI
	83	WAPV (4)	WAPV (4)	AI	AI
	84	ID/WAPV(4)	AI	OD	AI
	85	ID	WAPV (1)	ID	AI
	86	AI	AI	ID	AI
	87	WAPV (A)	WAPV (3)	OD	AI
	88	AI	AI	OD	AI
	89	AI	ID	OD	AI
	90	ID/WAPV(4)	ID/WAPV(4)	ID/WAPV(4)	ID/WAPV(4)
	91	OD	AI	AI	WAPV (2)

AI - acceptable itens
OD - omissions doubtful
WAPV- wrong alternatives with positive value
ID - insufficient discrimination
VD - very difficult
VE - very easy
ANF - alternative not functioning